

# Effective Information Requests

	<b>Internal</b> Information collected by the superintendent	<b>External</b> Information collected by a source outside the district	<b>Direct</b> Information collected by the board
<p><b>Decision Making</b> Information educating the board regarding items to be voted on</p> <p>See also: <a href="#">questions</a></p>	<p>Helps choose how to vote on an agenda item that is related to an adopted goal, guardrail, or legal requirement</p> <ul style="list-style-type: none"> <li>• Typical Information Quality: mod to high</li> <li>• Recommended Frequency: high</li> <li>• Appropriateness for Board Mtgs: high</li> <li>• Example: staff presentation on item</li> </ul>	<p>Helps choose how to vote on an agenda item that is related to an adopted goal, guardrail, or legal requirement</p> <ul style="list-style-type: none"> <li>• Typical Information Quality: low to mod</li> <li>• Recommended Frequency: low to mod</li> <li>• Appropriateness for Board Mtgs: low to high</li> <li>• Example: public comment</li> </ul>	<p>Helps choose how to vote on an agenda item that is related to an adopted goal, guardrail, or legal requirement</p> <ul style="list-style-type: none"> <li>• Typical Information Quality: low</li> <li>• Recommended Frequency: low</li> <li>• Appropriateness for Board Mtgs: low</li> <li>• Example: board created poll</li> </ul>
<p><b>Monitoring</b> Information educating the board concerning school system performance</p> <p>See also: <a href="#">monitoring</a></p> <p>* monitoring of board performance is completely different</p>	<p>Helps understand school system performance relative to an adopted goal, guardrail, or legal requirement</p> <ul style="list-style-type: none"> <li>• Typical Information Quality: mod to high</li> <li>• Recommended Frequency: very high</li> <li>• Appropriateness for Board Mtgs: high</li> <li>• Example: goal monitoring report</li> </ul>	<p>Helps understand school system performance relative to adopted goal, guardrail, or legal requirement</p> <ul style="list-style-type: none"> <li>• Typical Information Quality: low to high</li> <li>• Recommended Frequency: low</li> <li>• Appropriateness for Board Mtgs: low to mod</li> <li>• Example: annual audit, 3rd party investigation</li> </ul>	<p>Helps understand school system performance relative to adopted goal, guardrail, or legal requirement</p> <ul style="list-style-type: none"> <li>• Typical Information Quality: very low *</li> <li>• Recommended Frequency: very low *</li> <li>• Appropriateness for Board Mtgs: low *</li> <li>• Example: board designed and implemented school visits</li> </ul>
<p><b>Incidental / Other</b> Information educating the board regarding anything else</p> <p>See also: <a href="#">questions</a></p>	<p>Catch all for everything else</p> <ul style="list-style-type: none"> <li>• Typical Information Quality: low to high</li> <li>• Recommended Frequency: as needed</li> <li>• Appropriateness for Board Mtgs: none</li> </ul>	<p>Catch all for everything else</p> <ul style="list-style-type: none"> <li>• Typical Information Quality: low to high</li> <li>• Recommended Frequency: as needed</li> <li>• Appropriateness for Board Mtgs: none</li> </ul>	<p>Catch all for everything else</p> <ul style="list-style-type: none"> <li>• Typical Information Quality: low to high</li> <li>• Recommended Frequency: as needed</li> <li>• Appropriateness for Board Mtgs: none</li> </ul>

Questions every board member should ask themselves include: Will my asking this question cause greater execution by the supt and their team (and if not, maybe don't ask)? Why does it matter if information comes from internal, external, or direct sources? Why does it matter whether incidental information is addressed in a board meeting or not? Why does information quality matter? Why does information frequency matter?

# Effective Question Asking

It's often said that good questions make good school board meetings. We differ slightly: SMART questions asked for a defined reason increase the effectiveness of school board meetings -- decision-making or monitoring questions that are strategic, measure-focused, ask-oriented, results-focused, time-bound.

## Question Reasons

There are three reasons that school board members ask questions. Effective school board members focus on decision-making and monitoring questions during school board meetings. To the extent that incidental / other questions are deemed necessary, the school board should create a system for those questions to be asked and answered as much as possible outside of school board meetings.

- **Decision Making:** Questions that provide information educating the board regarding items to be voted on.
- **Monitoring:** Questions that provide information educating the board concerning school system performance on the goals and/or guardrails. This is where 50% of effective school board time lives: monitoring goals.
- **Incidental / Other:** Questions that provide information educating the board regarding anything else. Generally to be avoided during school board meetings so as to make space for strategic dialogue.

## SMART Questions

The more of these five indicators that a school board member's question meets, the more effective of a question it will be. Board members wanting to grow in effectiveness will invite a Coach to evaluate each of their questions.

- **Strategic:** Is the question about strategic issues rather than technical or tactical issues? (*Also, see below Technical vs Tactical vs Strategic*)
- **Measure-Focused:** Does the question reference specific metrics/data that has been provided at the request of the school board?
- **Ask-Oriented:** Is the question open ended or is it a yes/no/multiple choice question? Also consider the tone of the question: if the question is asked in a confrontational or accusatory manner, it automatically fails to be ask-oriented since a respectful and professional approach is more likely to yield valuable information than a confrontational or accusatory approach.
- **Results-Focused:** Does the question focus on understanding data rather than sharing opinions? Also consider the tone and approach of the question: is the question being asked with the purpose of authentically learning about the data or is the question really just advice-giving or recommendation-making in disguise? Is the question directly related to understanding data about board work -- the goals, guardrails, and/or legally required items? If the question is not directly related to board work, it should likely be avoided.
- **Time-Bound:** Does the question focus on current performance (past actions) or future performance (future actions)? Additionally, consider the timing of the question: is the question being asked at an appropriate time in the decision-making process? If a question is being asked too late in the process, that's a governance failure not a management failure and shouldn't be allowed to harm the process; preparation is key.
- **Effective Example:** The 3rd grade literacy growth on page 4 appears flat for group A but not group B. Which, if any, of our budgeted strategies most accounted for that difference?
- **Ineffective Example:** Since X is an effective strategy for improving student outcomes, are you going to provide teachers with training on it next semester?

## Technical vs Tactical vs Strategic

Effective school board conversations are strategy focused. Where technical and tactical questions are needed to contextualize a pending strategic conversation, the school board should have systems in place for school board members to ask those questions and get answers before the board meeting.

- **Technical:** Questions to understand how something is measured. Examples include:
  - What's the alignment of the portfolio assessment with the SAT or ACT? How do we know the validity of the portfolio assessment? What are the psychometric properties of the portfolio assessment? Why did we single out collaboration and problem solving skills from all the skills assessed?
- **Tactical:** Questions to understand how or by whom something is done. Examples include:
  - To whom is the assessment administered? Which staff have been trained to administer the assessment? What type of PD have staff received regarding the assessment? How do staff feel about the assessment?
- **Strategic:** Questions to understand how something aligns to the the goals and guardrails. Examples include:
  - Looking at the data in table 1, which strategy was most effective with our target student population? What is a strategy we deployed that didn't work, given the data in table 2, and what did we learn? Based on the data in graph 1, why are we seeing such significant growth among our non-target student

population but not our target student population? Why is the data in graph 2 showing that system performance on item a is so much higher than item b?

### **Current Performance vs Future Performance**

Effective school board conversations are focused on current performance. Knowing how we got here should precede asking about where we're going next.

- **Current Performance:** Questions to understand the current state of performance by evaluating prior / current data. Questions about current performance should take  $\frac{2}{3}$  to  $\frac{3}{4}$  of conversations. Examples include:
  - Who: What do we know about the students mentioned in the report? Who is struggling the most? Who is growing the most? Who is not moving? Which students are not included in this data?
  - What: What do we know about the data mentioned in the report? What is currently happening? What else do we need to know about this? How and what did we learn? What are the strengths? What are the limitations? Where do gaps exist between student groups? What's working? Not working? What do you see as accounting for <anomalous data in report>?
  - Why: What do we know about the root cause of the student data in the report? Why is it working in this area? Why is it not working in this area? How did we learn about this issue? Why such significant growth? Why was there no growth? What do we need to know about? Why do gaps between student groups exist? Why is <data point a> so much <higher or lower> than <data point b>?
- **Future Performance:** Questions to understand what we think future performance and future actions will be. School board members tend to jump straight to these questions. This reveals a lack of training about effective leadership, a lack of discipline, or both. Examples include:
  - How: What adult behaviors need to change in response to the student data? How can we replicate what is happening in \_\_\_? Given what we know about \_\_, what are you going to do to speed up the progress? What evidence suggests that your new strategy is going to work? How are we going to address \_\_ (issue not resolved)? How might changes show up in the future (budget, etc.)? How can the board help?

### **Examples of Ineffective Questions**

- Any statements or questions that are really just board member opinions or recommendations about what the superintendent should do.
- Most statements or questions that don't reference the data requested by the school board.
- Any statements or questions that aren't actually questions but that are just statements or opinions.
- Any statements or questions about what will happen next that aren't grounded in previously asked questions about current performance.

### **Question Discipline: Creating Organizational Alignment**

A key observation about the questions board members ask, is that school board member inquiries have an impact on administrative behavior. If school board members ask a lot of questions about why there are potholes in the junior high parking lot, then that will have the effect of administrative behavior being more likely to attend to potholes in the junior high parking lot. The challenge is that the amount of administrative energy and time are finite, so the time spent on potholes is time that is not spent on something more strongly correlated with accomplishment of the goals or honoring of the guardrails. If every school board members asks every one of their pet questions, alignment diminishes rapidly.

Every single question asked -- whether in a board meeting or outside of board meetings, via text or via email or face-to-face -- nudges the behavior of administration in a direction. Effective school board members will conduct a 2-step cost/benefit analysis before asking any question of their administration (and only proceed if both are "yes"):

- Step 1: Does this question nudge in the direction of organizational alignment with the goals and guardrails?
  - The answer to that question for 95%+ of possible questions is likely, "no." Every now and then the answer will be yes, but far, far more often, the answer will be no. Pretending the answer is "yes" is a common failing of school board members; the intellectually dishonest person will invent a way to pretend that a strong connection exists. I commonly hear things like, "well if the potholes aren't fixed then our teachers might quit out of frustration and some of our parents might be less likely to visit the school because they might not be able to afford new tires so yes, this issue is directly related to the accomplishment of our goals and guardrails". If this example seems reasonable rather than tenuous to you, please consider resigning if you currently serve on a school board.
- Step 2: Do the benefits of asking this question outweigh the costs to organizational alignment?
  - This is a less clear judgment call. The answer is likely, "no", but sometimes unique things happen.

# Effective Goal Monitoring

## ABOUT GOAL MONITORING

### What is Goal Monitoring?

Too often in public education, leaders do not pay attention to what's working and what's not working. The result can be a revolving door of initiatives / programs / silver bullets that drain resources, frustrate staff, and fail students. Breaking this cycle requires having clearly agreed upon data, a predictable cadence of reviewing the data to see what's working/not working, and the expectation that this information impacts what happens next. This is the purpose of monitoring. (see [Effective Information Requests](#))

Goal monitoring is a conversation between the board and superintendent that provides boards the opportunity to evaluate the alignment between the community's vision for student outcomes (goals) and current student performance/growth (reality). While goals and reality may not match perfectly, it only becomes problematic when there is no evidence of student growth. And even if students aren't yet growing and making progress, that's only catastrophic if the superintendent doesn't have sufficiently aggressive strategies in place for helping students make progress.

### How is Goal Monitoring beneficial?

In addition to clarifying student and superintendent performance, monitoring -- when done effectively -- confers several other organizational benefits:

- **Lead by Example:** What happens in the boardroom is more likely to be echoed in the classroom. Board behavior sets the culture for an institution. If board members want a culture where teachers are open and reflective in their craft, they set the stage for that by demonstrating what it looks like for the board and superintendent to be open and reflective -- grounded in student outcomes data -- in their craft as well.
- **Clarify Strategies:** When the board receives monitoring reports from the superintendent, the report should be at a 6th grade level and include how the superintendent will respond to the data. If the data says things are slightly off track, the superintendent's strategy should reflect that. If the data says that performance is completely off track, the superintendent's strategy should reflect the urgency that the current reality demands.
- **Communicate Expectations:** By investing at least 50% of the board's time each month into monitoring progress toward the vision, the board makes clear what the priorities of the entire organization are expected to be. This is a powerful tool for creating organizational alignment.
- **Superintendent Evaluation:** With each monitoring report the board is conducting a micro assessment of superintendent performance which creates an opportunity for the superintendent to make adjustments. As a continuous improvement strategy, providing this regularly recurring feedback loop is a superior approach to the outdated concept of merely conducting annual performance evaluations.

## BEFORE GOAL MONITORING

Once SMART goals about student outcomes have been adopted, effective goal monitoring requires four main ingredients: monitoring calendar, monitoring report, superintendent participation, and board member participation.

### Effective Monitoring Calendars

Before boards can begin effective monitoring, they should adopt a 36-60 month schedule that describes which goals will be monitored during which month. The board will typically have the superintendent draft a calendar since the administration knows when student performance data is freshly available throughout the year. Nevertheless, it remains the board's monitoring calendar, not the superintendents. Qualities to look for include:

- It should span the entire length of the goals -- if the goals are five year long, the calendar should be five years long as well
- It should include all of the board's goals and guardrails
- It often includes all board trainings, board-led community trainings, board-led community listenings, board self evaluations, board-led superintendent evaluations, and statutory votes
- It should schedule each goal to be monitored at least four times throughout the year, and each guardrail at least one time per year (on 12 month cal)
- It should schedule one or two interim goals to be monitored each month, no less and definitely no more than three
- It can schedule as many interim guardrails to be monitored during a month as the board wants
- It should never suggest that goal monitoring reports be placed on the consent agenda, but guardrail monitoring reports may be on consent
- It should clarify that boards will monitor goals during every month of the year that the board meets

## Effective Monitoring Reports

Here are four qualities to ask about the 1-5 page monitoring report before the board can begin progress monitoring (if the answer to any of these is “no”, hand the report back to the Superintendent and have them complete it before proceeding -- likely at the next regularly scheduled board meeting):

1. **The Goal:** Does it clearly show which specific goal / interim goal is being monitored?
2. **The Data:** Does it clearly show data for the 3 previous reporting periods (preferably on a line graph)? Does it clearly show the current reporting period? Does it clearly show the target reporting periods (annual targets and deadline target)?
3. **The Interpretation:** Does it clearly show the Superintendent’s understanding of system performance relative to the goal?
4. **The Evidence & Plan:** Does it clearly show supporting documentation that evidences the Superintendent’s understanding of system performance? If the school system is not at target or the Superintendent’s understanding of system performance indicates implementation is not on track, does the monitoring report clearly describe systemic root causes, strategic responses (including rationale), and any needed next steps?

## Effective Superintendent Participation

How superintendents show up in the monitoring conversation has a huge impact on the conversation’s effectiveness. A few guidelines include:

- **Don’t Hide the Data:** The student performance data being presented during the monitoring conversation should be easy for most parents to understand. As such, monitoring reports should be only 1-5 pages at most, and should be written at no more than an 6th grade reading level.
- **Don’t Sugar Coat the Data:** The data is the data. Whatever it says is what it says -- good, bad, or ugly. Never suggest that the data is saying anything other than what you believe it to be saying. If the school system is off track, say that; don’t talk around that. Sugarcoating loses trust.
- **Align Monitoring with Managerial Action:** Data in monitoring report should reflect what staff are looking at to gauge the district’s effectiveness. There should be no need to create data for a monitoring session that isn’t otherwise being considered by the superintendent and cabinet.
- **Be Prepared:** Many superintendents rehearse for monitoring conversations by having their teams throw every conceivable question at them before the board meeting. This is a wise practice not only because it helps with the monitoring conversation but because it can help surface managerial issues and solutions that might not otherwise come up.
- **Don’t Be Defensive:** If the student performance data is disappointing, then it’s natural that board members would be disappointed. Unfortunately, not all of them will manage their disappointment in a mature, adult, and effective manner. Even if this happens, don’t get defensive.

## Effective Board Member Participation

Goal monitoring, like board governance in general, is not always intuitive. It is easy to inadvertently conduct monitoring in an ineffective manner. Here are a few guidelines to follow to increase the likelihood of effectiveness:

- **Do Your Homework:** Board members should arrive at board meetings having already read the monitoring report, having already shared technical and tactical questions with the superintendent, and having already come up with at least three or four [SMART Questions](#) each regarding the monitoring report (see *During Goal Monitoring* below).
- **Understanding Reality:** The desired result of monitoring is to understand the current reality for your students as compared to the vision you’ve adopted for them (goals). Whether you enjoy the current reality isn’t the point of monitoring; whether or not you fully know the current reality is.
- **Keep the Conversation Going:** If the superintendent presents a monitoring report that is missing the prerequisites (see *Before Goal Monitoring* above) or that fails to clarify for board members the extent to which reality matches the goals, consider tabling the conversation and giving the superintendent a chance to fix it and re-offer it at a subsequent meeting, instead of choosing not to accept it and ending the discussion.
- **No Gotcha Governance:** Adopt a monitoring calendar that shows which goals will be monitored during which months and that spans the full term of the goals -- for five year goals, the calendar should be five years. Then ensure board members adhere to the monitoring conversation rubric below.
- **Don’t Offer Advice:** Monitoring is never an opportunity for board members to provide advice to the superintendent regarding what should/shouldn’t be done about student outcomes. It’s also not about liking/not liking the superintendent’s strategies.

## DURING GOAL MONITORING

Monitoring is about understanding the extent to which reality matches the Board’s adopted goals / interim goals. Monitoring is never about offering advice or recommendations; most of monitoring is about understanding where we are and how we got here. The Board’s attention is focused on what’s true for students, not on what adults are/aren’t doing. Here are observations to look for / questions to ask that support effective progress monitoring. Notice that

none of these questions offer advice concerning which inputs/outputs the Superintendent should select; these are SMART monitoring questions, not managing questions. (see [Effective Question Asking](#))

Current Performance Questions			Future Performance Questions
What do we know about the students mentioned in the report?	What do we know about the data mentioned in the report?	What do we know about the root cause of the student data in the report?	What adult behaviors need to change in response to the student data?
<ul style="list-style-type: none"> <li>• Who is struggling the most?</li> <li>• Who is growing the most?</li> <li>• Who is not moving?</li> <li>• Which students are not included in this data?</li> </ul>	<ul style="list-style-type: none"> <li>• What is currently happening?</li> <li>• What else do we need to know about this?</li> <li>• How and what did we learn?</li> <li>• What are the strengths?</li> <li>• What are the limitations?</li> <li>• Where do gaps exist between student groups?</li> <li>• What's working? Not working?</li> <li>• What do you see as accounting for &lt;anomalous data in report&gt;?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it working in this area?</li> <li>• Why is it not working in this area?</li> <li>• How did we learn about this issue?</li> <li>• Why such significant growth?</li> <li>• Why was there no growth?</li> <li>• What do we need to know about?</li> <li>• Why do gaps between student groups exist?</li> <li>• Why is &lt;data point a&gt; so much &lt;higher or lower&gt; than &lt;data point b&gt;?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we replicate what is happening in ___?</li> <li>• Given what we know about __, what are you going to do to speed up the progress?</li> <li>• What evidence suggests that your new strategy is going to work?</li> <li>• How are we going to address ___ (issue not resolved)?</li> <li>• How might changes show up in the future (budget, etc.)?</li> <li>• How can the board help?</li> </ul>

### Ineffective Questions

- Any statements or questions that are really just board member opinions or recommendations about what the superintendent should do
- Any statements or questions that don't reference the data mentioned in the monitoring report.
- Any statements or questions that aren't actually questions but that are just statements or opinions
- Any statements or questions about what will happen next that aren't grounded in previously asked questions about where students currently are and how students got there

## AFTER GOAL MONITORING

### To Accept the Monitoring Report or Not?

Once the board has completed the monitoring conversation, it must choose whether to accept or not accept the report based on three questions: 1) does reality match the vision, 2) is there growth toward the vision, and 3) is there a strategy and plan sufficient to cause growth toward the vision?

- If the answer to all three is yes, then the board can accept the monitoring report confident that data is accurate & the superintendent is performing.
- If the answer to only one or two of these questions is yes, the board may opt to table the matter (see *Keep the Conversation Going* above).
- If the answer to all three is no, the board should consider voting to not accept the report. Note: This vote informs the superintendent that they have failed to meet the expectations of monitoring.

### To Change Goals or Not?

Once the board has completed the monitoring conversation, it's also appropriate -- though not required -- to ask whether or not the goal is still an appropriate representation of the community's vision for what students should know and be able to do. This inquiry should not be taken lightly; goal monitoring is most effective when the goals only change after their term has expired or they are accomplished. Frequently changing goals makes it almost impossible to adequately assess superintendent performance and to avoid wasting school system resources. If the board believes that the goal is no longer appropriate, it should create a plan to start the board-led community listening process over again and then begin the community listening process from scratch. Because goals represent the vision of the community, no new goals should be adopted without first going through this process.



## Evaluating the Quality of Goal Monitoring

While the board is in the process of conducting the monitoring conversation:

- 1) Use the "Evaluation Rubric" to evaluate every individual question on its SMARTness: Strategy, Measure, Ask-oriented, Results, Time-bound.
- 2) Use the "Tally Sheet" below to track whether each individual question is focused or not ("Yes" or "No"). This will provide data that describes the percentage of all of the questions that are focused ("% Focused") on each of the SMART characteristics.
- 3) Average the individual ratings for the SMART characteristics together to get the overall rating of monitoring quality. Some behaviors -- ineffective monitoring practices, not being prepared in advance, or not participating -- will give automatic zeroes.
- 4) Total Monitoring Scores of 90 and above indicate highly effective monitoring, 80-89 indicate effective, 70-79 indicate approaching effective, and 69 or less indicate ineffectiveness. (see [Effective Goal Monitoring spreadsheet](#); it automatically performs these steps)

Monitoring Conversation Evaluation Rubric			
	Ineffective Monitoring		Effective Monitoring
<b>Strategy-Focused</b>	Any conversation is focused on or offering advice about technical or tactical issues. (see <a href="#">Technical/Tactical/Strategic</a> )		Is the question about strategic issues rather than technical or tactical issues?
<b>Measure-Focused</b>	Any comments are focused on data not in the report.		Does the question reference specific metrics/data that has been provided at the request of the board?
<b>Ask-Oriented</b>	Any conversation is focused on accusatory yes/no questions or statements.		Is the question open ended.
<b>Results-Focused</b>	Any comments are focused on blaming or shaming.		Is the question focused on understanding data rather than sharing opinions.
<b>Time-Bound</b>	Any conversation is offering advice about future action.		Is the question focused on current performance (past actions) rather than future performance (future actions).
<b>Automatic 0%</b>			
<b>Preparation &amp; Participation</b>	<b>Read:</b> The monitoring conversation is automatically scored 0% if any Board members have not completely read any of the monitoring report prior to the monitoring conversation.	<b>Participate:</b> The monitoring conversation is automatically scored 0% if there is non-participation by any board member present during the monitoring conversation.	<b>Share:</b> The monitoring conversation is automatically scored 0% if any board members failed to share questions with the Superintendent at least three working days prior to the monitoring conversation.

Monitoring Conversation Tally Sheet (or use <a href="#">Effective Goal Monitoring spreadsheet</a> )														
Strategy-Focused		Measure-Focused		Ask-Oriented		Results-Focused		Time-Bound		Preparation & Participation				
# Yes:	# No:	# Yes:	# No:	# Yes:	# No:	# Yes:	# No:	# Yes:	# No:	# Yes:	# No:	Read?:	Part?:	Share?:
% Focused:		% Focused:		% Focused:		% Focused:		% Focused:						





							0%
							0%
							0%
The scoring in this document is based on: <a href="http://tinyurl.com/Effective-Goal-Monitoring">http://tinyurl.com/Effective-Goal-Monitoring</a>	<b>Total Strategy Focused Score</b>	<b>Total Measure Focused Score</b>	<b>Total Ask Oriented Score</b>	<b>Total Results Focused Score</b>	<b>Total Time Bound Score</b>	<b>Total Goal Monitoring Score</b>	
See also: <a href="http://tinyurl.com/Effective-Question-Asking">http://tinyurl.com/Effective-Question-Asking</a> <a href="http://tinyurl.com/Effective-Information-Requests">http://tinyurl.com/Effective-Information-Requests</a> <a href="http://tinyurl.com/Technical-Tactical-Strategic">http://tinyurl.com/Technical-Tactical-Strategic</a>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	
<b>How Effective?: 0% to 100%</b>							
Total Goal Monitoring Score: 90+ = Highly Effective, 80-89 = Effective, 70-79 = Approaching Effective, 0-69 = Ineffective							
<b>Failure to Prepare or Participate: Automatic 0%</b>							
<b>Read:</b> The monitoring conversation is automatically scored 0% if any Board members have not completely read any of the monitoring report prior to the monitoring conversation.	<b>Participate:</b> The monitoring conversation is automatically scored 0% if there is non-participation by any board member present during the monitoring conversation.			<b>Share:</b> The monitoring conversation is automatically scored 0% if any board members failed to shared questions with the Superintendent at least three working days prior to the monitoring conversation.			

# Technical vs Tactical vs Strategic

## Tips for Effective Monitoring Question Development

If the [goal being monitored](#) is, "The percentage of our economically disadvantaged graduates who have demonstrated career/college-level proficiency in collaboration skills and problem solving skills on the soft skills portfolio assessment will increase from 27% in August 2020 to 84% by August 2025", here are examples:

Technical (trying to understand how something is measured)

- What's the alignment of the portfolio assessment with the SAT or ACT?
- How do we know the validity of the portfolio assessment?
- What are the psychometric properties of the portfolio assessment?
- Why did we single out collaboration and problem solving skills from all the skills assessed?

Tactical (trying to understand how something is done)

- To whom is the assessment administered?
- Which staff have been trained to administer the assessment?
- What type of PD have staff received regarding the assessment?
- How do staff feel about the assessment?

Strategic (trying to understand how something aligns to the priorities)

- Looking at the data in table 1, which strategy was most effective with our target student population?
- What is a strategy we deployed that didn't work, given the data in table 2, and what did we learn?
- Based on the data in graph 1, why are we seeing such significant growth among our non-target student population but not our target student population?
- Why is the data in graph 2 showing that system performance on item a is so much higher than item b?

### Focus & Timing

Technical questions focus on understanding the details surrounding the assessment and goal details themselves. Tactical questions focus on understanding the details surrounding implementation of the assessment and goal. Strategic questions focus on understanding, relative to the goal, what we've learned about system performance and what lessons we've learned from that performance. No questions during an effective monitoring conversation are focused on providing advice to the superintendent, board member opinions about system performance, or efforts to project manage the school system.

Technical and tactical questions are often essential to having a full understanding of current system performance; there is nothing wrong with board members asking technical and tactical questions. Timing matters, however. The superintendent is expected to be the strategic leader over the school system's operations. During a monitoring conversation with the superintendent, it is unreasonable to expect them to also have a mastery of every technical or tactical detail. So if school board members want answers to those questions to be part of the monitoring conversation, they need to ask the questions at least five to seven days in advance of the monitoring session. If that hasn't happened, board members are welcome to still ask new technical and tactical questions during the monitoring session, but the board chair and/or superintendent should advise them that the answers will go out in the next update from the superintendent to the board.

### Past vs Future

Regardless of whether or not a question is technical, tactical, or strategic in focus, they can just as easily focus on past actions -- what have our strategies been and what have been the impacts on performance -- as on future actions -- what strategies will we deploy given what our performance currently shows. Boards that are monitoring effectively will invest the majority of their time -- preferably upwards of  $\frac{3}{4}$  of the monitoring session -- focused on understanding the past: where are we, how did we get here, what worked, what didn't work, what did we learn? Only once a board is fully conversant in and knowledgeable of what has happened can it meaningfully engage in future-focused dialogue.

Ineffective boards succumb to the temptation of mostly focusing on technical/tactical, their opinions and statements, or what will happen next. These are weaknesses of discipline and vision and should be corrected.

## GOAL 1

The percent of first grade students proficient in Reading on the annual state assessment will increase from 43% in June 2021 to 55% in June 2026.

## GOAL Progress Measure 1.2

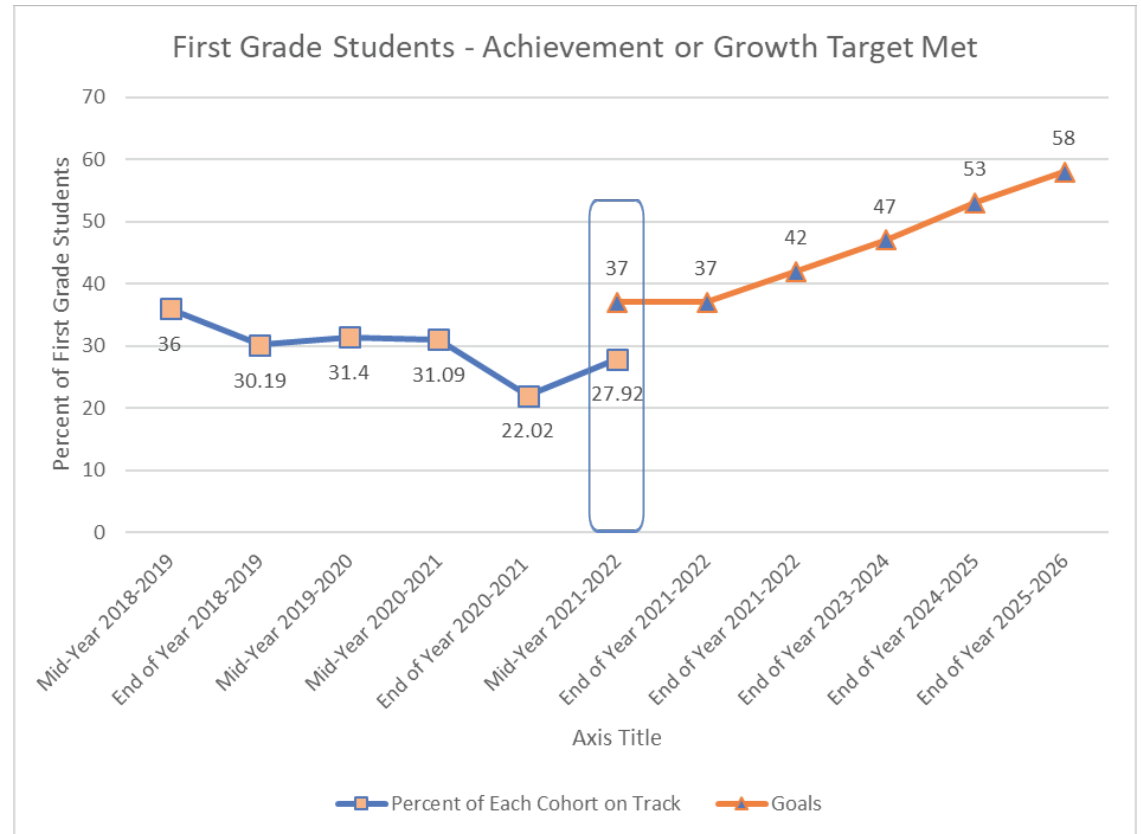
The percent of First Grade Students Meeting Achievement or Growth Target on iReady will increase from 22% in June 2021 to 58% in June 2026.

### BACKGROUND

Joyful ISD uses the i-Ready assessment to monitor students' progress toward proficiency as well as student growth. The i-Ready assessment is a computer adaptive assessment that provides a reliable measure of student achievement. A student's performance at the beginning of the year establishes two growth targets: (1) an annual typical growth for like scoring students, and (2) an annual stretch growth target for like scoring students. Students who achieve typical growth have learned comparably (one year of growth) to their like scoring peers around the country.

Exceeding annual growth is a necessary prerequisite to raising achievement over time. Stretch growth targets are designed to close achievement gaps over time and, therefore, must reflect more than one year's worth of growth for an individual student. For our first-grade students, the stretch goals reflect, on average, just under 1 and ½ years of learning. Meeting stretch growth will accelerate learning and, over time, lead to improved achievement and the closure of achievement gaps.

**Figure 1. Percent of First Grade Students Meeting Achievement or Growth Target.**



Off Track

This GPM is currently well below the projected target

## SUPERINTENDENT EVALUATION OF PERFORMANCE RELATIVE TO THE GOAL

With **27.92%** of the first grade students meeting the goal, our first graders are **well-below** the target of **37%** of students either performing at the level of proficiency or having met stretch growth. At this time, we are **310** students short of our end of year target.

Scale:

Percent of goal achieved is calculated by dividing the percent of students who met the target by the goal percentage - for example 39.8% of our Asian students met the target achievement or growth expectations. The goal for this grade was 37%.  $39.8/37 = 107.6\%$  of the goal was achieved by Asian students.

Greater than 102% of Goal	Exceeds Target	80-89.9% of Goal	Below Target
98-102% of Goal	Meets Target	70-79.9% of Goal	Well Below
90-97.9% of Goal	Near Target	Less than 70% of the Goal	Far Below

Table 1. Percent of First Grade Students who are Proficient or have met Stretch Growth

Race or Service Category	2021-2022 First Graders		Percent of Goal Achieved
	Overall Student Counts	Percent Meeting Goal	
American Indian or Alaskan Native	<10		
Asian	113	39.8%	107.6%
Black or African American (Non-Hispanic)	1667	25.9%	70.0%
Hispanic/Latno	525	22.9%	61.8%
Multiracial	305	25.6%	69.1%
Native Hawaiian or Other Pacific Islander	<10		
White (Non-Hispanic)	791	34.5%	93.3%
Emergent Bilingual	854	28.6%	77.2%
Students who Receive Special Education Services	180	21.1%	57.1%
Gifted	99	92.8%	259.4%
Homeless	196	16.3%	44.1%
District	3413	27.9%	75.5%

## NEXT STEPS

**Theory of Action - *If we improve attendance, there will be increases in student learning reflected in both improved growth as well as achievement.***

The relationship between student attendance and academic outcomes has been repeatedly established. Chronic absenteeism in the early grades has been associated with lower subsequent achievement

In our schools this year, the relationship between attendance and the interim goal 1.2 is well illustrated in Table 2. The table divides our students into five equal groups based on attendance. Students in the lowest attendance group (20% of our students with an average attendance of 66.57%) were less than half as likely to meet the goal as those students in the highest attendance group (20% of the first grade students who had an average attendance rate of 96.88%).

Table 2. The Relationship between Attendance and Goal Performance.

Attendance Quintiles	2021-2022 First Graders		Percent of Goal Met
	Average Attendance	% Meeting Goal	
Lowest 20% of Attendance Rates	66.57%	17.1%	46.2%
	81.72%	22.2%	60.0%
Middle 20% of Attendance Rates	87.87%	29.9%	80.8%
	92.39%	30.2%	81.7%
Highest 20% of Attendance Rates	96.88%	38.4%	103.8%



## Action Steps:

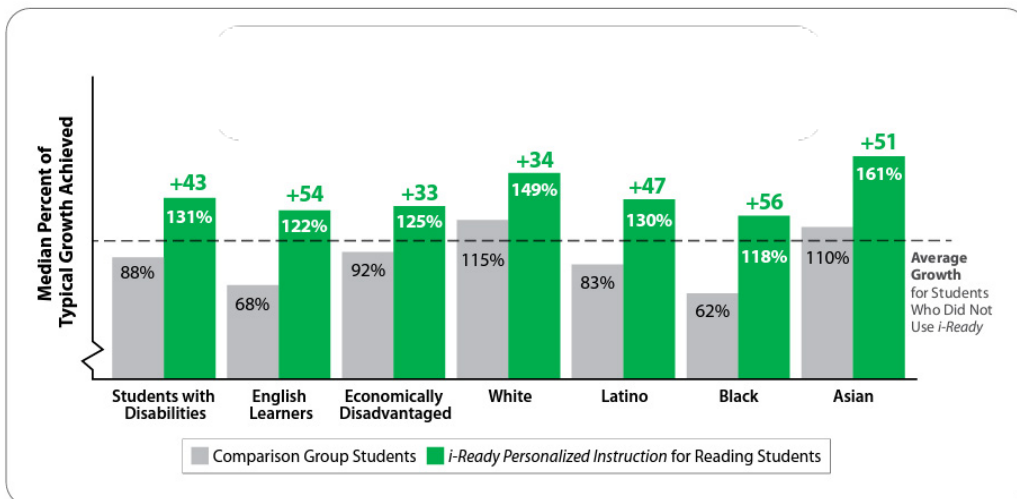
- Launch a district-wide campaign targeted at the importance of school attendance, with specialized messaging for PK-2 students.
- Launch Everyday Labs district-wide as a way to reach out to/provide support for families of K-1 chronically absent students.
- Continue to build the capacity of elementary principals to focus on family engagement and school climate.

**Theory of Action - *If students participate in i-Ready supplemental instructional activities for at least 30-49 minutes per week with a minimum success rate of 70% (lesson passing), then growth will be accelerated and achievement will increase.***

Research has demonstrated that students who spend 30 minutes or more per week engaged in the iReady Learning Pathway with fidelity (30-49 minutes per week with 70% or greater lesson passage rate) have improved growth and achievement ( [i-Ready Efficacy Study](#) ).

For first grade students, fidelity in the use of this supplemental instruction activity led to outcomes that are equivalent to an additional 5 weeks of instruction. Increases in growth for students who use the supplemental with fidelity ranged from 50 percentage points of additional growth for Emergent Bilingual students to 19 percentage points of additional growth for White students. All student groups demonstrated additional growth and improved achievement in comparison to students who had not used the supplemental resource.

Figure 2. Growth Increases by Race K-5.



## Action Steps:

- We will continue to deepen the implementation of our core curriculum (GVC-ensures each student has access to an effective teacher and access to the same content) in alignment with board CPM 1.1.
  - We will continue to develop and socialize the Learning Management System (LMS), which provide teachers closer access to the Ohio Learning Standards and consistent resources in alignment with board interim guardrail 1.1.
  - For the 22-23SY, an Instructional Coach will be assigned to every building to facilitate the implementation of the GVC and support evidenced based literacy practices in the classroom.
- Schools have been informed of the importance of accelerating growth and the researched requirements for fidelity of implementation.
- School leadership is monitoring weekly reports by building and grade regarding time on task and success rates in order to support fidelity of implementation across the system.
- Summer professional development is designed for teachers that will focus on the implementation of our core curriculum.
- Partners are providing targeted literacy support in the classrooms. *This is an opportunity to continue developing partners and codesign specific support to district needs.*
- Super Summer Scholars - rising 1st and 2nd grade students will have the opportunity to attend Friday programming during Summer Experience to receive ELA and math intervention.
- Family Literacy Support - resources will be sent to each K-5th grade family on how to reinforce the ELA State Learning Standards from home at no cost.